

# Batley Business and Enterprise College

## Inspection report

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<b>Unique Reference Number</b>	107767
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356237
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	James Kilner HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	536
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoff Alvy
<b>Headteacher</b>	Mr Jim Ryan
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Batley Field Hill Batley West Yorkshire WF17 0BJ
<b>Telephone number</b>	01924 326343
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<b>Email address</b>	head@bbec.org.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 28 lessons taught by 28 teachers. They held discussions with school staff, the Chair and other members of the governing body, the School Improvement Partner and groups of students. They observed the school's work and looked at a range of other evidence including safeguarding, action plans, case studies and self-evaluation documents. Inspectors also analysed the 258 responses to questionnaires from parents and carers, and 97 students' questionnaires.

- The achievement of different groups of students, particularly White British students.
- The effectiveness with which the school is tackling variations in the outcomes achieved in different subjects.
- The extent to which the school's specialism has an impact on outcomes for all students.
- The accuracy of the school's self-evaluation together with the effectiveness of leaders and managers in eradicating identified weaknesses and improving outcomes.

## Information about the school

Batley College has specialist status in business enterprise and Full Service Extended Schools status. It is much smaller than most secondary schools and caters solely for boys. Around 90% of students are from either Pakistani or Indian heritage with the remaining few of White British heritage. The proportion of students known to be eligible for free school meals is higher than the national average. The proportion of students with special educational needs and/or disabilities is higher than the national average, as is the proportion of students who speak English as an additional language.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

Batley Business Enterprise College offers a satisfactory standard of education for its students. The college is improving and has some notable strengths. The governing body works closely with leaders, parents and carers as well as the Muslim community to ensure that attendance levels are consistently in line with the national average. The school's promotion of community cohesion is a strength, with all staff and students committed to ensuring mutual respect and tolerance for the wide range of cultures, faiths and beliefs within school. The very large majority of parents and carers appreciate the work the school does for their children. One wrote, 'The school has really catered for my child's needs, I believe he has also learned to tolerate and respect students of different backgrounds.' These sentiments echo the views of many parents and carers who wrote in support of the work of the school.

Attainment in English and science is rising and is broadly average and students' progress is satisfactory. However, performance in mathematics dipped in 2010. It is now showing signs of recovery in line with English and science. Over half the students in the current Year 11 have already attained at least a GCSE grade C in mathematics.

Teaching and learning are satisfactory with good and occasionally outstanding teaching seen during the inspection. Strengths lie in teachers' good subject knowledge and their skills in behaviour management. However, in most lessons, students lack the levels of independence to take responsibility for their own learning and the progress they make. Consequently there is an over-reliance on teacher direction for both learning and behaviour throughout the lessons and many students lack the confidence to share ideas with the class. While teachers use their good subject knowledge to pose challenging questions these are often generic in nature. Teachers do not take sufficient note of the range of needs in their classes. The school has a wealth of high-quality information about students' abilities and their targets but this is not used to best effect when teachers plan their lessons. As a result, students' progress is satisfactory rather than good.

Students' behaviour is satisfactory although some have to be reminded of sanctions in order to behave well as they lack the skills to be responsible for their own actions. While most say they feel safe a small minority expressed concerns, which the school is now tackling. Students relish the opportunities to take on responsibilities such as membership of the school council or acting as prefects. The school and local community provide opportunities for students to participate in overseas experiences by offering their services to work in a special school in Gujarat.

Curriculum provision is satisfactory and strengthened by the school's specialist and extended schools status. Business enterprise has enabled the school to forge meaningful partnerships with local companies, offering work placement opportunities for students.

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The extended school service provides opportunities for community involvement and engagement with parents and carers.

Middle leaders are becoming more adept in their use and understanding of the school's sophisticated assessment and data systems. While senior and middle leaders meet regularly to discuss students' progress, individual departmental accountability procedures are less well-developed. As a result of a sound understanding of the school's strengths and weaknesses coupled with a governing body which effectively challenges the work of senior leaders, the school demonstrates a satisfactory capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Accelerate progress and learning in lessons to raise attainment, particularly in mathematics, by:
  - ensuring that teachers use information about students' achievements more precisely and consistently to provide activities that are challenging and carefully matched to the needs of all students
  - developing teachers' targeted questioning skills so as to challenge students to think more deeply and communicate their responses with greater precision
  - ensuring that students are encouraged to develop skills, aptitudes and the desire to learn and to manage their behaviour independently.
- Strengthen leadership and management by improving communication and accountability across all leadership teams to make self-evaluation and performance analysis more rigorous.

### **Outcomes for individuals and groups of pupils**

3

From just below-average starting points on entry to the school, students make satisfactory progress. As a result, their attainment is average although it has been low in mathematics over the previous two years. In English and science, attainment has improved year-on-year and in 2010 matched the national average, particularly in respect of those students gaining a GCSE at grades A\* to C. This is due to the provision of a variety of courses that match the abilities and interests of students, and teaching which, in these subjects, has become increasingly effective. Students' progress in mathematics was slower in 2010 resulting in low attainment. Recent staffing changes in the mathematics department and a concerted effort by senior leaders and the governing body to bring about improvements are now bearing fruit. In an effective mathematics lesson, students tackled tasks which developed their thinking skills and abilities to solve problems involving geometry. Students were confident when constructing angles with a high degree of accuracy. The attainment of the White British students has been an area of concern, as it is well below that of their peers. Targeted support for this group is beginning to pay off as their rates of progress begin to rise and their achievement and learning start to improve. For example, in a history lesson, students from this group spoke knowledgeably about the past and worked successfully with their classmates to decide on successful strategies needed by leaders in Norman times. Students with special educational needs and/or disabilities and those who

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are at the early stages of learning English also make satisfactory progress because of carefully-targeted support from specialist intervention such as the 'Golden Curriculum' in Year 7 and Year 8.

While students are encouraged to follow healthy lifestyles not all take this advice. For example, some students choose to smoke. When they are detected the school offers support and guidance to the boys and their families to cease the habit. A range of extra-curricular activities is provided but the school is not in a position to assess fully the participation rates nor to analyse which sectors of their community are taking up the opportunities. Attendance is average although some students have developed a poor habit of arriving late to lessons. The school is taking steps to tackle poor punctuality. Because of students' average attendance, along with satisfactory levels of literacy and numeracy, students are adequately prepared for their future economic well-being. Students' spiritual, moral social and cultural development allows them to consider their place in the world among different faiths and cultures. In a sensitively-conducted, outstanding science lesson students considered moral questions in relation to beliefs of different faiths.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The quality of teaching is satisfactory and allow students to make satisfactory progress. Some common features include good classroom management, positive relationships and teachers working hard to build students' confidence. In the best lessons, students know

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how well they are doing and what next steps they need to take to improve further; as a result, students clearly enjoy their work. However, too often students remain passive and are reluctant to participate openly in question and answer sessions.

The curriculum is enriched by a variety of visits, visitors, after-school clubs and links with other schools. Of particular note are the opportunities provided by the school's specialist status enabling students to demonstrate their enterprise skills at local and national competitions. Alternative provision is made available for students with very specific needs. A qualification in horticulture is popular and motivates students whose circumstances have made them vulnerable and those with special educational needs and/or disabilities. The provision for literacy and numeracy is improving but opportunities to develop students' speaking and listening skills are underdeveloped.

Effective systems for the care, guidance and support of students ensure that individual needs are quickly identified. Enhanced provision such as the 'Golden Curriculum' allows students at risk of failing to remain engaged and on target to succeed. Good advice as students move through the school and at key transition points such as moving from Year 9 to Year 10 helps them to make informed career choices. The overwhelming majority of students in Year 11 spoken to during the inspection had a clear idea as to their future college or career.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

A programme of largely effective monitoring has led to some improvement in achievement. Where weaker teaching has been identified, strategies for tackling it have been successful. Consequently, teaching is improving and learning and progress are showing signs of accelerating, although weaknesses remain. The school has effective partnerships with a range of agencies and organisations which assist in ensuring the students' health and well-being. Self-evaluation and development planning are satisfactory, although opportunities for middle leaders to contribute and their levels of accountability are underdeveloped. The school promotes equality of opportunity and tackles discrimination satisfactorily. It is no better than this because its evaluation of the outcomes of different groups, particularly White British students, has yet to lead to significantly improved outcomes. However, the school has a strong commitment to racial equality and all are aware that any bullying or racism, when reported, will be dealt with swiftly. The promotion of community cohesion is good and benefits students in learning to live with communities of different faiths and cultures. The governing body fulfils its statutory duties successfully and has had a clear impact on the work of the school, for

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example in helping to bring about improvements to the leadership and management of the mathematics department. It has a clear understanding of the school's performance data and is diligent in carrying out its safeguarding duties. The school has sound procedures for safeguarding and risk assessment. Given the satisfactory outcomes for students and recent improvements to students' levels of attainment the school provides satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The very large majority of parents and carers support the work of the school and appreciate efforts to ensure community cohesion. Following discussions with leaders, inspectors are satisfied that plans are already in place to deal with those areas of concern raised by a minority of parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Batley Business and Enterprise College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 258 completed questionnaires by the end of the on-site inspection. In total, there are 536 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	22	187	72	9	3	5	2
The school keeps my child safe	78	30	166	64	11	4	0	0
My school informs me about my child's progress	88	34	156	60	13	5	0	0
My child is making enough progress at this school	50	19	189	73	15	6	1	0
The teaching is good at this school	61	24	177	69	14	5	1	0
The school helps me to support my child's learning	47	18	168	65	35	14	1	0
The school helps my child to have a healthy lifestyle	39	15	168	65	42	16	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	24	164	64	20	8	1	0
The school meets my child's particular needs	45	17	187	72	18	7	0	0
The school deals effectively with unacceptable behaviour	72	28	154	60	22	9	5	2
The school takes account of my suggestions and concerns	31	12	175	68	31	12	5	2
The school is led and managed effectively	51	20	184	71	11	4	3	1
Overall, I am happy with my child's experience at this school	72	28	165	64	13	5	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 May 2011

Dear Students

**Inspection of Batley Business and Enterprise College, Batley, WF17 0BJ**

Thank you for the welcome you extended to us when we inspected your school recently. We really enjoyed meeting you and seeing you at work. We very much valued the discussions we had with you. Many of your parents and carers expressed their satisfaction with the standard of education and support you receive and we agree with them. There are several strengths, particularly the work you do to promote community cohesion, your spiritual, moral social and cultural development and the level of care guidance and support you receive. There are some things which we feel could help to improve your school.

- The work you do in lessons would be better suited to your needs if teachers planned their lessons taking particular note of where you are in your learning and what you need to do to improve.
- When asking you questions in lessons we would like teachers to probe a little more so that you are able to explain the thinking behind your answers.
- We have asked the teachers to help you to develop your skills in managing your own behaviour and organising your own learning without having to rely on someone else reminding you all the time.

We have also asked the leaders in school to look more closely at how they evaluate the work they do.

You too can play your part in improving the school by working hard and talking to your teachers about your learning. We wish you all the best for the future.

Yours sincerely

James Kilner

Her Majesty's Inspector

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